

The Classical Outlook

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AND PROUDLY TEACH LATIN!

By RUTH M. TAPPER
Cuba (Illinois) High School

TEACHING LATIN is leading students up a long path. We help them surmount the difficulties of a strange sentence order and of complicated grammar. They roam in sheer fancy with Odysseus and Aeneas. They become acquainted with Homer and Caesar. They gaze upon vistas of pastoral beauty with Vergil and Horace. At last they discover the joy of reading Latin and of sensing the eternal qualities of the Graeco-Roman past.

As teachers we have a goodly heritage. By the roads of Galilee and of Judaea, the matchless Teacher taught by means of stories lifted from the experiences of his listeners. In the Agora of Athens Socrates asked questions to make the young think. Aristotle, tutor of Alexander the Great, became the father of natural science. In our age William Rainey Harper gathered scholars and teachers around him and gave a great university to the Middle West. Yes, many great teachers have inspired their students, slow learners as well as gifted pupils.

In its noblest sense teaching is passing on knowledge and the love of knowledge to young minds and hearts. We work with choice material, for the child is immortal, the masterpiece of God. It is our task and our privilege to lead him to the fulfillment of his personal and academic possibilities. This long, painstaking process is hard work. It requires leading him patiently, one step at a time. It demands humility. We must ever remember that we know little. We must recall our own perplexities when we first met the abstruse absolute. We must begin where the student is, and take him from there.

Teaching is a challenging profession. It calls us to dedicate ourselves to an enormous task, that these entrusted to us may grow in understanding and love of things of the mind and the spirit. It bids us "lift our noses from the grindstone" of drill to the clouds of fancy, from grammar to reading, from prosody to poetry. So we may inspire our pupils.

Teaching Latin means teaching a language, a culture, a humanity.

A NEW ASSOCIATE EDITOR

With this issue we introduce to our readers Dr. Carolyn E. Bock, of the State Teachers' College in Montclair, New Jersey, who has consented to join our editorial staff. Dr. Bock has taught Latin in the East, the Middle West, and the South, on both the college and the secondary level. She understands the problems of teachers of the classics, and has had much experience in writing and in editorial work. It is a great pleasure and privilege to have her with us.

Latin is many things. Contests, verb games, derivative races, and pantomimes are fun, and at the same time effective teaching devices. The temptation to over-use the play appeal is insistent, but we must be strong; we must preserve the classical tradition and teach a course with substance. We must lead our pupils to discover the great intellectual fun of overcoming the obstacles of a foreign language.

Learning Latin requires the mastering of a vocabulary. Indeed, words must be learned thoroughly, be reviewed often, be used repeatedly in context, be associated etymologically with familiar Latin and English words. But there is more to learning Latin than mastering words.

Forms and syntax must be met and mastered. In the press of crowded schedules, confronted by a lack of grammatical background in his pupils, the Latin teacher may be tempted to slight appropriate drill on forms and syntax. But we must teach essential syntax and forms, if we are to give our students a fair chance to master a difficult language far removed from them in point of time.

Latin includes skill in reading the language aloud in one of the accepted pronunciations. Developing this skill in students grounded in phonics is not too difficult. However, for students with little sense of sound, acquiring skill in oral reading is often difficult. These students must learn largely by imitating the teacher. They can learn, too, by reading Latin verse, singing Latin songs, and

engaging in choral reading of passages like the Christmas story from Luke in the Vulgate version. The ability to read a Latin sentence well helps in comprehension, and, I believe, in translation. Latin read well is "a thing of beauty and a joy."

Yet, learning Latin involves more than pronouncing Latin correctly and smoothly. Reading Latin, in the full sense of the term, means comprehension. In the first three semesters of secondary-school Latin our immediate goal is to develop ability to comprehend Latin that is relatively easy. Young students get the meaning from connected narrative passages surprisingly well. Incidentally, reading "made Latin" stories based on the *Iliad*, the *Odyssey*, or the *Aeneid* stimulates the imagination of both teacher and pupil, and gives a taste of the real classics along with the pleasure of success in reading. The pupils sense the value of learning vocabulary and forms thoroughly when they are reading Latin for meaning. Still, Latin means more even than comprehension.

Teaching Latin means opening up to keen minds a way of life, a civilization, a culture that is distant in time and place—the culture of Greece and Rome, that culture upon which Western civilization rests. To understand the present, students must know the past. Moreover, we must teach the past in such a way that it becomes both a warning and a challenge.

It is also our privilege to introduce students to the art of translation, always difficult, but even more so for students of today, who lack practice in using their own language effectively. Even if high-school students do not achieve polished translation, they have the pleasure of understanding the thoughts and feelings of men of long ago, and come to appreciate the fact that these thoughts can be expressed to the modern world by great translators. We should tell them of the constant demand for good new translations of Greek and Latin masterpieces.

In short, let us, ever in touch with our students, teach Latin as one of the humanities, with the sparkle of imagination, with infectious enthusiasm and affection for the study.

And how shall we teach Latin? Faithfully—and proudly! Never let

us boast or assume an arrogant attitude. Never let us speak disparagingly of other courses. But let us be justly proud to teach Latin. We strive to give permanent values to the young. Here they may find life-long companions, whether characters or books. Here they meet literature which offers new rewards for each re-reading. Here they get a literary background for English literature. Here we hope they may catch our love for the great writings of the Romans and of the Greeks. Such values are not transitory, but lasting. We teach Latin classics—timeless and forever valuable to our students. For a student to know them is to love them. They will be ever new to him throughout his life.

On the other hand, we are proud to be of service in a practical age. American education faces the problem of acute shortages in several fields, including engineering, medicine, nursing, pharmacy, and teaching. A knowledge of Latin is strongly recommended or required for people studying for those professions. Voices are being raised in protest against the failure to develop brain-power in our students, against the neglect of the gifted young—voices calling for a well-defined program in high school to challenge the capable students and to prepare them better for college study. Many calls come for a revival of the liberal arts, for the setting up of a standard of school work without shoddiness. United with teachers of other subjects we can inject enthusiasm and contribute to a revival of the humanities for the sake of this practical day. Yes, we are proud "to serve the present age."

Furthermore, we take pride in teaching a difficult subject. We must present it as calling for honest effort. However, we must guard against making it impossible. Classical knowledge is broad and varied, and is too great to be mastered in one lifetime. This fact alone should make us humble and patient. Our field gives us opportunity for personal growth. "There is no royal road to teaching Latin." It is a hard, uphill task—but how pleasant!

We are a minority. Yet "the lines have fallen unto us in pleasant places." Our classical colleagues are congenial and helpful; our meetings are times of fellowship as well as of intellectual stimulation.

We have a goodly heritage in the host of outstanding teachers of the classics—truly a glorious company. In the ranks are many like Mr. Chips. I can see one now, wending his way

beneath the green elms on the campus of a small midwestern college, greeting every student cheerfully; hear him teaching tiny classes in the ancient languages with the care of a private tutor; see him posting letters to former students with his own laboriously written commentary on an ancient author; see him in his study at night with head bent, eyes shielded by a vizor, poring joyously over the lines of Dionysius of Halicarnassus. Generations rise up and call him blessed. So it reads—the roll of the famous and not-so-famous classicists. I, for one, am proud to follow at a distance, and have a little part in such a company.

VERGIL'S BIRTHDAY

The great Roman poet Vergil was born on October 15, 70 B.C. Why not celebrate his birthday, in Latin class, club, or assembly? For materials see page 8.

A MESSAGE FROM THE JUNIOR CLASSICAL LEAGUE

By ESTELLA KYNE

Wenatchee (Wash.) High School

IT IS a pleasure to invite both established Latin clubs and new groups to join the Junior Classical League of America. State chairmen invite sponsors of the thousand active chapters of the JCL to renew now their affiliation with the national organization by reporting to the national headquarters the number of students who joined last year and are continuing as active members. Sponsors reporting continuing membership and new members after March 1 will not have them listed in the annual report received by all sponsors. New members are being received in all chapters.

Membership, open to anyone who is studying or has studied Latin in a junior or senior high school, is secured for students by sponsors, who send in 65¢ for the distinctive sterling silver pin. A membership card accompanies the pin. A student not wishing the pin may secure membership by sending 25¢ for the card only. Should the student later wish a pin, he must pay the full price of 65¢. The minimum for a chapter is five members, but fewer than five may join as individual members. Names of sponsors and the name of the school should be sent along with the applications for membership.

Checks are to be made out to the Junior Classical League, Miami University, Oxford, Ohio.

Each chapter pays national dues of two dollars before December 1, to Miss Belle Gould, 315 Wilson Ave., Henderson, Texas. One dollar is retained for the chapter subscription to the JCL publication, *Torch: US*, and one dollar is forwarded to the national treasurer to help finance the national convention, and for publicity. Chapters and students may have a small assessment from the state federation.

Both sponsors and students derive benefits from affiliation with the JCL. The sponsor receives two annual reports. One, on activities, from the November issue of *THE CLASSICAL OUTLOOK*, is mailed to each sponsor. The annual membership report, containing names of schools and sponsors, with chapter membership, is received by the sponsor on March 15.

Students have the privilege of attending the national and state conventions. They may also order a personal subscription to *Torch: US*. In addition to the third national convention, four regional and twenty-five state conventions were held during the past year. One state cancelled its convention because of a blizzard. Over 12,000 of the 40,000 members of the JCL attended some convention.

Torch: US, a sixteen-page bulletin issued January 15 and April 15, is edited and mailed by student members in Henderson, Texas. A special twelve-page issue summarizing the national convention is mailed to each chapter and each delegate paying the 30¢ registration fee. Issues contain activity records and pictures of groups which pay for the expense of the cuts.

National officers elected at the convention at Miami University on June 26, 1956, were: President, Bob Maxwell, Delaware, Ohio; Vice-President, Brad Agnew, Lawton, Okla.; Secretary, Virginia Carlisle, Cheyenne, Wyo.; Treasurer, Mary Lou Gamet, Cedar Falls, Iowa; Parliamentarian, Richard George, Denver, Colo.; Editors of *Torch: US* (appointed), Caroleen Dorsey and Lynne Hinson, Henderson, Texas.

The following chairmen and co-chairmen in forty-four states and one territory offer their services to you:

Alabama: Virginia Praytor, 1408 No. 13th Ave., Birmingham 3; *Arizona:* Paloma White, 600 Orange Ave., Yuma; *Arkansas:* R. E. Walker, 222 Oak St., Hot Springs; *California:* Lee R. Ashenberg, 253 Warrington Ave., Oakdale, and Edward

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Also, as co-chairman for *Texas*, Annie L. Harper, of El Paso.



In a high school with a total enrollment of 250, in Cuba, Illinois, Miss Ruth M. Tapper has seventy-five Latin students.

LETTERS FROM OUR READERS

TRIUMPHAL PROCESSION

Miss Susan Greer, of the Streator Township (Ill.) High School, writes:

"Our Latin Club began its activities last fall with a float in the Homecoming parade. It was entitled 'Caesar's Triumphal Procession.' Our gaily decorated chariot was an old sulky, reinforced with lumber, covered with corrugated paper donated by a local mattress company, and cut and fitted to resemble a chariot. One white horse was found an hour before the parade was to start! He was accompanied by a 'soldier' in armor, since he was not used to parades. The boy who portrayed Caesar was dressed in Roman purple and white, which happen to be our school colors. A pretty girl-slave held Caesar's laurel crown above his head throughout the parade. Latin I students attended, dressed in tunics of green and white, the colors of the to-be-conquered school. Scores of past football victories and of the predicted victory were printed on placards mounted on laths and carried by Streator 'patricians.' A real herald trumpet was lent us by the band director; it bore the legend 'Latin Club' in Roman purple and white. The boy carrying it attracted much favorable comment. This kind of float never fails to win favor, partly because so many students are used, partly because it is so colorful and appropriate. We won the prize, and the trophy was the proud possession of our Latin Club all year."

RECRUITING LATIN TEACHERS

Dr. Carolyn E. Bock, of the State Teachers' College, Montclair, N. J., writes:

"In an effort to reach the lay public we have tried the following means of establishing contact, giving and gaining information, and improving rapport in New Jersey. The article 'Resources, Recruitment, and Reinforcements for Latin's Future in Our Schools,' which appeared as a supplement to the *Language Teachers' Notebook*, published by the Scott, Foresman Company, along with a statement of the status of Latin at the national level and the New Jersey level, and a personal letter addressed to members of each of the groups, inviting their attention and assistance in the problem of the critical shortage of Latin teachers, citing sources for finding qualified teachers

for additional sections of Latin I and II which are developing, and the need for increasing the Latin III and IV offerings as a means of bridging the gap between high school and college, thus enlarging the pool from which future teachers of Latin may be drawn, was distributed to members of the state Guidance Association, junior and senior high-school principals, high-school and college chapters of Future Teachers of America, the Public Relations Council of the state colleges, the State Office of Education, the *New Jersey Education Association Review*, the state Congress of the Parent-Teachers' Association, the Citizens' Commissions, the Education chairman of branches of the American Association of University Women, the daily newspapers, the radio stations, and TV channels.

"A letter addressed to all high-school students of Latin in the state pointed up the vocational opportunities open for one preparing to teach Latin, and started a College Latin Scholarship Fund, sponsored by the Junior Classical League. The first scholarship under this fund was presented at the state meeting in April to a high-school senior who plans to continue Latin in college and become a Latin teacher.

"This is the first phase of our 'Operation Information.' We recommend the technique to other states, and suggest the value of a national campaign to guarantee the future of Latin in the schools of our land."



OFFICERS OF THE AMERICAN CLASSICAL LEAGUE, 1956-57

Officers of the American Classical League for 1956-57 are as follows: President, Van L. Johnson, Tufts University; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Dorrance S. White, of the University of Iowa, Frank C. Bourne, of Princeton University, and James F. Looby, of Hartford, Conn.; Secretary-Treasurer, Henry C. Montgomery, Miami University; Editor of *THE CLASSICAL OUTLOOK*, Lillian B. Lawler, Hunter College; Business Manager of *THE CLASSICAL OUTLOOK*, Henry C. Montgomery, Miami University; Director of the Service Bureau for Classical Teachers, W. L. Carr, University of Kentucky; Honorary Presidents, W. L. Carr, of the University of Kentucky, B. L. Ullman, of the University of North Carolina, and Walter R. Agard, of the University of Wisconsin.

These officers are *ex officio* members of the Council. Chairmen of the standing committees of the American Classical League are also *ex officio* members of the Council. They are: Pauline E. Burton, Libbey High School, Toledo, Ohio, Chairman of the Committee on Public Relations; Estella Kyne, Wenatchee (Wash.) High School, Chairman of the Committee on the Junior Classical League; and Clyde Murley, Northwestern University, Chairman of the Committee on Special Memberships.

Elective members of the Council of the American Classical League are as follows: Irene Crabb, of the Evanston (Ill.) High School (1957); Frances T. Nejako, of the Middletown (Conn.) High School (1958); Irma E. Hamilton, of the Wilkinsburg (Pa.) High School (1959); William M. Seaman, of the Michigan State University in East Lansing (1960); Gerald F. Else, of the University of Iowa (1961); and Margaret M. Forbes, of the University of Minnesota (1962).

In addition, there are fifteen other members of the Council, elected by various classical organizations as their representatives. Any association "wholly or mainly devoted to the promotion of classical studies," and enrolling at least one hundred and fifty members, is entitled to such representation. The names of persons representing those organizations will be furnished upon request by the secretaries of the several associations. Officers of associations entitled to representation on the Council are invited to communicate with Professor Henry C. Montgomery, Miami University, Oxford, Ohio, the Secretary-Treasurer of the American Classical League.

The Executive Committee of the Council consists of the President, the Secretary-Treasurer, and Carolyn E. Bock, of the State Teachers' College, Montclair, N. J., (1957), Sister Maria Thecla, of the Sacred Heart High School, Pittsburgh, Pa. (1957), Edward C. Echols, of the University of Alabama (1958), and Arthur L. Spencer, of the Reading (Mass.) High School (1958).

The Finance Committee of the Council consists of the President, the Secretary-Treasurer, and Goodwin B. Beach, of West Hartford, Conn.



PROGRAM CHAIRMAN,

1957

President Van L. Johnson has announced that the Chairman of the Program Committee for the 1957

Latin Institute is to be Paul R. Murphy, of Ohio University, Athens, Ohio. Suggestions for the program may be sent to Professor Murphy. The tenth annual Latin Institute of the American Classical League will be held at Miami University, Oxford, Ohio, on June 20-22, 1957.



ACL LATIN INSTITUTE—

1956

BY CAROLYN E. BOCK

State Teachers' College, Montclair, N. J.

BY BUS, by car, by 'plane, by train we came from California and Maine, from Minnesota and Texas, from Washington and North Carolina, from New York and Arkansas, from junior high school and university, from CANE and CAPS, from CAAS and CAMWS, to Miami University at Oxford, Ohio, for the Ninth Annual Latin Institute and the thirty-eighth anniversary of the American Classical League.

From the time of registration at Richard Hall when "ole timers" at Institutes greeted their colleagues from across the land and first-timers looked on wondering who was who—but not for long when the familiar names of President Van Johnson and Secretary Henry Montgomery and veteran W. L. Carr, Director of the Service Bureau and Placement Bureau, and Lillian Lawler, Editor of *THE CLASSICAL OUTLOOK* and Estella Kyne, chairman of the Junior Classical League, became friendly personalities taking shape in their list of new acquaintances—the show was on. As first-timers were introduced to textbook-writers Irene Crabb, Fred Dunham, Dorrance White, Lillian Gay Berry, and Waldo Sweet, they felt more and more a part of the act. To associate Bill Seaman with his Kodachromes and to hear Miss MacVay's McGuffey stories, to examine other AVG materials and Scott-Foresman offerings, and to shop through the Service Bureau and see the items that heretofore had been but numbers and titles, and to be serviced so pleasantly and efficiently in person by Polly Jones and Edna Cunningham as they brought forth this and wrapped that, was proof a' plenty of "belonging."

Ah, yes, it was hot and humid, but who had time to talk about the weather when there was so much else to talk about? Meal time—three big and delicious ones every day featuring hot biscuit, steak, and pie and all kinds of tempting fare—offered a splendid chance for fraternizing. So also did the porches, walks, and

parlors, not to mention the lavatories, where one might have heard through the lather of the brush, "Do you use . . . ?" "Have you tried . . . ?" "What do you think about . . . ?" Nothing is quite so reassuring as to know how many more there are whose situation resembles yours. The isolation which we may feel during the school year melts when Latinists at all levels pool their experiences.

As if all this informal visiting were not entertainment enough, we were further feted at a recital of chamber music by the University Quartet and selections presented by a talented vocal soloist. This enjoyable treat was followed by a reception given in our honor by the University, and attended by the administrative officials.

It was good news to hear in the business meeting that the ACL was gaining in membership and that its financial status was sound and flourishing, that the JCL now has a membership of 40,000, that W. L. Carr has been named the representative from the ACL to the Joint Committee of American Classical Organizations, that Goodwin B. Beach has been appointed representative from the ACL to the International Congress for Living Latin to be held at Avignon in September, that the ACL will award three \$500 scholarships to high-school Latin teachers for study at the American Academy in Rome or the American School at Athens during the summer of 1957, and that five \$100 scholarships will be given in 1957-58 to high-school seniors who are JCL members and will study Latin in college.

All this gave the feeling of the largeness and vision of this national organization of which we are members, the great drama of which we are part; and now the program of the meeting unfolded before us. Listen to some echoes from the speeches and papers:

Van Johnson presiding introduced *Dr. Kreyer*, who extended greetings in the name of Miami University: "... We wish to assure you of our interest in your discipline as we are arranging for staff increases in philosophy and religion and hope for additional growth in classics."

Chester J. Stuart, of Fairfield University, Conn., in "Flevit Lepus Parvulus": "The pupil expects the teacher to be a learned man, a giant in literature; to have wide cultural background and be a psychologist as he plans and adapts. The teacher must be aware of the educand's pattern of growth and development and pro-

vide for individual differences. The aim of teaching is to labor for progressive advancement of the student, emphasizing the importance of intellectual content and method. Teaching is first an art, secondly a science."

Arthur P. McKinlay, of the University of California at Los Angeles, in "Some Classical Reminiscences": "I have a place in Oregon which is a natural setting for my lyrics, where I see nymphs and oreads play and dance, where I spy Alpheus, Arethusa, Endymion, and Diana. Let me share with you my little poems which speak of the creatures of nature as I weave mythological characters into my verse, or the poems treating historical themes—*The Fleishpots of Freedom*, *Catiline*, *Pax Romana*—or the sonnets which the hills of California inspire, or a fragment from my poetic translation of the *Aeneid*."

C. O. Carpenter, of the Cate School, Carpinteria, Cal., in "Classical Drama as a Teaching Aid": "In a private school where Latin is begun in the eighth grade, I have found it to be a successful venture to introduce drama in the second term of the third year. I have read, among other plays, the *Menaechni*, the *Aulularia*, and even *Pinocchio*, from year to year with a class, and then spent the third term producing the play, usually cutting it to an hour. The staging, costuming, and learning of lines in the original, often in metrical Latin, provides knowledge of Roman life and the Latin language. Tape recordings and movies have been made of the plays. We stage them out of doors and during the day. The plays have proved no handicap as a substitute for more Cicero, have proved no obstacle in preparation for College Boards, and have prepared the students better to read poetry in the fourth year."

Frank C. Bourne, of Princeton University, presiding, introduced *Mrs. Philip W. Clark*, of the Day School, New Haven, Conn., in "Three-Dimensional Views of Classical Lands."

Claude Barlow, of Clark University, presiding, introduced *Anna Goldsberry*, of Alton, Ill., in "A Challenge—Latin for the Little Ones": "I introduce the children to the Latin language by holding up pictures, pointing to members of the family and objects, naming them in Latin and having the children imitate me, learning names of food by association of word with pictures of food, learning numerals, songs, verse, and expressions in Latin. All the work is done orally, from roll call to recitation."

Mary Elizabeth Loughren, of West Orange, N. J., in "Latin in the Junior High School": "I have found in the schools where there is an eighth-grade program that three patterns exist: general language, in which a few lessons in each of several languages are given in an exploratory fashion (this is a diminishing practice); Latin and a modern language three times a week for the year; Latin and a modern language five times a week for half a year each, followed in the ninth grade by the student's choice of a language. There is a diversity of books and materials used in pre-Latin work. Ninth-grade Latin in the junior high school is about the same as Latin I in senior high school."

John Haywood, of Washington, D. C., in "Cicero and Caesar in Contrast and Conflict": "It is interesting to note the background of each of these men, the political rise of each, and the number of times each had to accept the other, depend on the other in advancing his own cause and course; also, the interplay of the lives of the men and the differences in their natures and dispositions as they pursued their goals."

"Post prandium" there was group singing of Latin translations of songs, led by Bill Seaman accompanied by Dorrance White. Also, the new JCL song composed by Van Johnson and set to music from Purcell's *Dido and Aeneas* was featured. Then came roll call by "classes," and attendance certificates were presented to "graduates" of the Institute. With a bit of original verse *Van Johnson* introduced *W. L. Carr*, who, speaking on the subject "Thirty-Eight, Going on Thirty-Nine," traced the modest beginnings and great expansion, services, and hopes of the American Classical League. This is Van's verse:

FOR W. L. CARR

Pridem praefecte rebus nostris
Vel in senatu vel in rostris
Agilis ante Troiam tute
Viridi eras senectute.
Tandem triginta novem annos
Nobis confessus, vultus sanos
Geris ingenti alacritate
Atque iocosa hilaritate.
Nobis persuades grate dicax,
Strenuus mente, laete vivax,
Verum aetate vir perenni
Multo iunior quam Jack Benny.

We returned then to our program sessions.

Margaret Forbes, of the University of Minnesota, moderating a Panel entitled "Inter Nos": "In an environment which is becoming increasingly favorable toward the classics, with

emphasis upon humanistic studies, concern for the program of the gifted child, and increased enrollments in Latin classes, what opportunities have we for entrenching ourselves so thoroughly that the question of our role in the curriculum can never be disputed again?—For if we do not make the most of the healthy situation developing now, we may never be given another chance. In an effort to strengthen our position, let us consider the possibilities of improved communications and liaison activity between the high schools and colleges."

Waldo E. Sweet, of the University of Michigan, in "What Skills Do the Teachers of College Latin Want the High-School Latin Student to Present?": (1) Sound — pronunciation through oral Latin, choral reading, and the language laboratory; (2) morphology—forms learned through pattern practice, active production of Latin, prose composition; (3) syntax—meaning through production; (4) vocabulary—meaning through reading. Literal translation, which is rewarded in high school, is penalized in college.

James Vail, of the University of Cincinnati, in "What Grammar Should the High-School Latin Student Present for College Latin?": "He needs to know very little grammar, but that little well. He should have a command of general language, and an approach to language flexible and philosophical enough to enable him to analyze and figure out any difficulty he encounters. Latin should be read automatically, as the Romans read it. The science of construing should be resorted to only when one meets a stumbling block. The high school might consider the science of the language its province, and let the college concentrate on the art."

Marjorie King, of the Springfield Township High School, Philadelphia, Pa., in "What the Colleges Did for Us": "The colleges gave us narrowness of teaching, over-emphasis on grammar, a lack of ability to communicate feeling for literature, ideas, and background material for authors read in high school; also little contact with psychologists and educationists. Even experimenting colleagues provided us with too many 3-D teachers—devoted, distinguished, and dull—whose work resulted in 3-D Latin—dead, deader, deader."

Margaret Peirce, of Milwaukee, in "What the Colleges Can Do for Us": "The colleges can acknowledge the variety of teaching activities of a Latin teacher, realize the lack of in-

terest and understanding of administrators and colleagues, allow for the shift of objectives, including skills and cultural heritage in the two-year terminal course, try to understand what makes a ninth-grader tick, stress the contribution of Latin and Greek to American democracy, reduce or cut out many education courses in which there is duplication."

Austin Lashbrook, of the University of Tennessee, in "Improving Articulation between High Schools and Colleges": "It is desirable for college teachers to visit high-school classes, attend meetings of state education associations, etc. It is desirable for high-school teachers to join reading groups, forward names of prospective students to college departments, etc. Both high-school and college teachers can engage actively in a program of recruitment of Latin teachers, and keep abreast of studies in the field by sharing findings."

Carolyn E. Bock, of the State Teachers' College in Montclair, N. J., in "Improving Publicity and Public Relations among Classicists and within School and Community": "There is need in every state for a fact-finder and publicizer, a contact person between teachers, institutions, and lay groups. It is effective to address by letter and in person organizations interested in school problems in behalf of the Latin situation. There is need for more ambassadors and hawkers in the competitive marketplace."

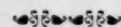
Dorrance White, of the University of Iowa, introduced *Jessie Chambers*, of Jackson, Mich., in "To Hell and Back": "In a trip to Hades I encountered the shades of some of my former students, and they hailed me with memories of their Latin classes. I listened to their impressions and reactions to the authors, their 'cool' talk about 'hep' ideas in history and literature."

Sister M. Bede Donelan, of the College of Saint Teresa, Winona, Minn., in "Visual Aids, Their Use and Abuse": "We have gone from the extreme of no visual aids before the Classical Investigation of 1924 to turning our classrooms into mechanized laboratories in the last decade. There is no substitute for the personality of the teacher; we need to travel the *via media*, realizing that the abuse comes from excessive use of audio-visual aids."

Alberta Lang, of Atlantic City, N. J., in "American Academy in Rome, Summer Session, 1954": "You will never return to the classroom the same after a summer at the Academy."

There was discussion from the floor at all sessions—lively discussion. Unfortunately it sometimes got sidetracked into the usual hassle over grammar, which seems neither to die nor to fade away.

By bus, by car, by plane, by train we went away, with luggage a little heavier from Service Bureau materials, with a little black book containing all kinds of information, with a head a little fuller of ideas to try, with a heart a little warmer from seeing old friends, meeting new people, and gaining strength and inspiration from sharing experiences for the task ahead, with a spirit quickened by the challenge of the Ninth Latin Institute of the American Classical League.



AMERICAN CLASSICAL LEAGUE—REPORTS OF OFFICERS

REPORT OF THE PRESIDENT

This is the first time in my tenure of office that I have been obliged to rewrite my annual report. The necessity of doing so is not unpleasant, since it reflects a condition of health and energy in the League. Personally, I can't remember a time when the Council has been able to take so many definite actions as it did in Oxford in June; and I would point out that this was possible because of the sound financial status of the League. We are all deeply indebted to Professor Montgomery, Mrs. Jones, Miss Lawler, and Professor Carr for managing our day-to-day affairs in such a way that, despite increasing expenses, our assets grow and enable us to do more and more for the profession.

I have made various appointments during the course of the year, and I think that most of them have been reported in *THE CLASSICAL OUTLOOK*. I would lay special emphasis on the appointment of Dr. Carr to the Joint Committee of American Classical Organizations, and the appointment of Dr. Beach as our representative to the International Congress on Living Latin, to be held at Avignon in September. The Joint Committee of American Classical Organizations has been established to carry on the work begun by Professor Atkins *et al.* for the American Philological Association; and the League is highly pleased to participate in its interesting study of the status of Latin. Dr. Beach will be the official American representative to the Avignon conference, and as such will deliver one of four major addresses. His address, in Lat-

in, is being published as a Supplement to the *OUTLOOK*—which, incidentally, will increase its page-number to 96 for this current volume. Both of these matters were approved by the Council in June.

All who attended the Oxford meeting will commend the Program Committee, under the chairmanship of Mr. Arthur L. Spencer, for a job well done; and I am pleased to announce that Professor Paul Murphy, of Ohio University, has consented to serve as chairman for the program of our next Latin Institute, to be held at Miami University in June, 1957. The Nominating Committee, under the chairmanship of Professor F. Gordon Stockin, performed a special service by persuading more than one of our officers to accept re-election for at least one more year.

A special committee of the Council, under the chairmanship of Professor Frank C. Bourne, has been working on the problem of what the League might do to encourage the study of the classics in English. The committee brought forward and the Council accepted a proposal to publish a manual for the teaching of such courses; and we are fortunate, indeed, to secure Professor Clarence A. Forbes of Ohio State University as general editor of this handbook.

The Council, meeting in Chicago at Christmas time, voted to earmark four thousand dollars for a new scholarship program; and the President was authorized to appoint a committee to draft appropriate proposals. This committee, under the chairmanship of Professor B. L. Ullman, presented to the Council in June a plan which was enthusiastically adopted. It provides for three scholarships of \$500 each to be awarded to teachers of Latin who wish to study at the American schools in Athens or Rome during the summer of 1957; and five scholarships of \$100 each for use in college in the year 1957-58 by high-school graduates who are members of the Junior Classical League. Two special committees have been appointed to administer these scholarships, one under the chairman of Professor William M. Seaman of Michigan State University, and the other under the chairmanship of Miss Carolyn Bock of the New Jersey State Teachers' College at Montclair. Regulations governing the scholarships will be announced in *THE CLASSICAL OUTLOOK*, by authority of these committees; and application forms will be available at the Oxford office.

Mrs. Pauline E. Burton's report of

her great activity in the Toledo area led the Council to a full discussion of our press relations on a national scale; and the President was asked by the Council to appoint Mr. James Looby of the *Hartford Courant* a committee of one to perform for us the very specific task of issuing press releases concerning the status of classical teaching and classical scholarship. Mr. Looby has consented to do this, and League members are invited to submit to him (at the *Hartford Courant*, Hartford 1, Conn.) any news items which they deem worthy of publication through the wire services.

The growth of the Junior Classical League continues to amaze and even confound us. With more than 40,000 members and a national convention with almost a thousand in attendance, it is obvious that we cannot rely much longer only on the voluntary efforts of devoted teachers, who find themselves swamped by the flood of business. A committee of the Council met to consider this problem, during both the ACL and JCL conventions; and the solution appears to be some greater centralization of JCL affairs in the Oxford office. Miss Kyne, Miss Miller, and Miss Gould remain loyal at their posts; but we must try to ease their burdens in some specific ways.

—VAN L. JOHNSON
President

REPORT OF THE SECRETARY FOR THE YEAR 1955-56

Comparative Membership Table

	1956	1955
Annual	3038	2996
Life	39	37
Patrons	2	1
Supporting	16	21
Total	3095	3055
Junior Classical League: Total		
1956—38621	1955—30581	

REPORT OF THE TREASURER FOR THE YEAR, MAY 1, 1955-MAY 1, 1956 CURRENT FUNDS

Receipts

Annual Dues	\$ 2930.10
Junior Classical League	16265.56
Patrons	50.00
Supporting Members	90.00
Material Sales	11457.49
Advertising	527.50
Combinations Received	2919.40
Interest, Sav. a/c Middle-	
town, Conn. Period: 1946-	
May, 1956	586.39
Total	\$34826.44

Disbursements

Purchase of Material	\$ 4582.54
Junior Classical League	10185.01
Combinations Paid	2919.40
Postage	1415.50
Printing and Stationery	1185.82
Office Supplies	650.20
Office Equipment	1306.65
Clerical Help	5235.67
Extra Clerical Help	405.98
The Classical Outlook	2437.81
Miscellaneous	782.01
Auditing	25.00
Council Meeting	38.31
Director's Expenses	278.67
Lists	1.00

Total\$31449.57

Checking Account	\$ 6459.23
ACL Scholarship Savings a/c	4000.00
Investment Account	9340.00
Savings Account (Conn.)	3086.39
Petty Cash	47.54

—HENRY C. MONTGOMERY
Secretary-Treasurer

REPORT OF THE EDITOR OF THE CLASSICAL OUTLOOK

Volume XXXIII of *THE CLASSICAL OUTLOOK* completes the twentieth year of the present editor's tenure of office.

This year a distinguished scholar and former editor, Professor E. S. McCartney, of the University of Michigan, honored us by joining our staff. He has given us unstintingly of his knowledge and skill.

Volume XXXIII consisted of 88 pages, of which 15 were devoted to paid advertisements. Sixty-eight writers, representing 22 states plus the District of Columbia and Canada, contributed to the volume.

Articles published during the year have been of the various types which our readers have indicated that they enjoy—pedagogical and inspirational articles, "scholarly-popular" articles on ancient authors and aspects of ancient life, biographical and historical articles, timely articles of one sort or another, and travel notes. Our regular features have been continued; and this year it was a great pleasure to list an ever-increasing number of scholarships for study abroad which are now available to teachers of the classics in all parts of the country. It was also a pleasure to call attention more than once during the year to the growing demand for teachers of Latin in our secondary schools.

The editor appreciates very much the cooperation of her associate editors—particularly that of Professor Konrad Gries, who, in spite of a very serious accident which kept him

from his classroom for the whole of the academic year, nevertheless was even more active than before in all aspects of the work of THE CLASSICAL OUTLOOK.

The editor expresses her gratification also for the continuing assistance of Professor W. L. Carr, associate editor of the OUTLOOK and Director of the Service Bureau; of Estella Kyne, chairman of the Committee on the Junior Classical League; of the other officers of the American Classical League; and of the devoted members of the staff in the Miami office.

—LILLIAN B. LAWLER
Editor

REPORT OF THE DIRECTOR OF THE SERVICE BUREAU

The American Classical League Service Bureau has now been in operation for thirty-three years. First set up at Teachers College, Columbia University, it has had as subsequent hosts Washington Square College of New York University, Vanderbilt University and Miami University. It has had three directors: its founder, Frances E. Sabin (1923-1936), Dorothy Park Latta (1936-1944), and the present incumbent, whose service began in 1949. During the period 1944-1949, Dr. Lawler added to her duties as Editor of THE CLASSICAL OUTLOOK the chief responsibility for directing the affairs of the Service Bureau.

During the first few years of its existence, the Service Bureau distributed its material largely through over-the-counter sales at its two successive headquarters in New York City. However, beginning with its October, 1937, number THE CLASSICAL OUTLOOK has regularly carried announcements of Service Bureau material to a nation-wide clientele. More recently additional publicity has been secured through sending out folders twice a year to a greatly enlarged list of teachers of Latin. This year's address list includes about 18,000 names.

The most numerous type of Service Bureau material is the one- to ten-page mimeograph, starting at five cents. There are about 500 active items under this category and, as every cover-to-cover reader of THE CLASSICAL OUTLOOK knows, classified lists of mimeographs under twenty-one headings are sent free on request. Other types of Service Bureau material include pamphlets, bulletins, supplements, books, Christmas cards, posters and Latin games. This past year a few new items were added

and very many old items were revised for various reasons. Bibliographies especially need to be kept up to date to be of maximum value.

One very important recent revision is the work of William M. Seaman, who has brought to the galley-proof stage what would be more accurately described as a re-writing of the *Catalogue of Visual Aids* prepared in 1949 by Dorothy Burr Thompson. This pamphlet will be available by October 1.

An important addition to the Service Bureau list of Latin games will be available by October 1, namely, Georgia Haley's "L-A-T-I-N," a joyous device for group drill on a basic Latin vocabulary. A new poster "The Atomic Age Speaks Greek and Latin," and two revised posters were announced in THE CLASSICAL OUTLOOK for October, 1955.

Sale of Service Bureau material has increased steadily over the past eleven years. For the fiscal year ending May 1, 1948, the secretary-treasurer's report showed gross receipts for material amounting to \$7837.92. The report for the past year shows gross receipts amounting to \$11457.49, an increase of 46% for the eight-year period.

Any member of the American Classical League can greatly aid in publicity for the Service Bureau by sending to Service Bureau headquarters, well in advance, the date and place of any local, state, or regional meeting of classical teachers and by giving also the name and address of some one who would be responsible for displaying the material at the meeting and returning it to headquarters.

Let me also ask for the cooperation of every member of the American Classical League in increasing publicity for the Bureau's Teacher Placement Service, now in its sixth year, by reporting any opening for the year 1956-1957 or 1957-1958 about which he may learn. Heads of classical departments and directors of placement bureaus in our schools and colleges are urged to refer to the Service Bureau any prospective employers whose requests for teachers of Latin or Greek they themselves are not able to fill. As of June 20, there have been fifty applicants for positions for the coming academic year.

In closing I want publicly to express my appreciation of the loyal and efficient services of Mrs. Polly Jones and Mrs. Edna Cunningham, who have served as assistants to the secretary-treasurer of the American

Classical League (alias the business manager of THE CLASSICAL OUTLOOK) and to the director of the Service Bureau, not to mention their keeping tabs on "Junior"—meaning the more than forty thousand members of the Junior Classical League.

—W. L. CARR
Director

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, indicate which items are urgently needed and add 20c for special-handling postage.

Because of the increased cost of postage and handling, please add 25c for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. Carr, Director

VERGIL'S BIRTHDAY

For material for celebrating Vergil's birthday (October 15) see THE CLASSICAL OUTLOOK for October, 1955 (page 9) or the Service Bureau folder for August, 1956.

OCTOBER AND HALLOWE'EN

Mimeographs

- 356. The Delphic Oracle. An evening's entertainment. 15¢
- 544. Hallowe'en programs for the Latin Club. 10¢
- 555. The haunted house. A play in English. 20¢
- 586. A mythological football rally. Ancient mythological characters suddenly appear at a modern rooters' meeting. 15¢
- 626. Greeks vs. Romans—A football classic. A sports broadcast from the realm of the shades. 2 boys. 6 minutes. 15¢

THANKSGIVING

Mimeographs

- 420. A Thanksgiving Day program. A suggestion. 5¢
- 546. Thanksgiving for Latin. A play in English. 20¢
- 680. De Die Gratiarum Agendarum: A teacher's "Thanksgiving Day proclamation" in Latin and a typical Thanksgiving Day dinner menu in Latin. 5¢

CHRISTMAS
Mimeographs

103. Latin translations of several well known songs, including Christmas carols. 20¢
160. Christmas and the Roman Saturnalia. 10¢
163. Some paragraphs about Christmas written in easy Latin. 5¢
236. More about the Saturnalia. 10¢
294. Officium stellae. A liturgical play suitable for presentation at Christmas. 10¢
382. Saturnalia. A Latin play. 15¢
388. The origin of the Roman Saturnalia. 15¢
465. Suggestions for a Christmas program by the Latin department. 15¢
466. A Roman and an American Christmas compared. A play in two acts. 15¢
478. Suggestions for Latin Christmas cards. 5¢
618. Frater bestiarum, or Viae ad sapientiam. A Christmas play, with music. 16 or more boys, 1 girl. 40¢
624. Io Saturnalia! An easy Latin play for first-semester students. 6 boys, 2 girls, plus extras. 10 minutes. 10¢
674. Tidings of Great Joy: Christmas tableaux. Four "Living Pictures" with carols and readings from the Latin New Testament. 20¢
686. The Roman Saturnalia. Reproduced from THE CLASSICAL OUTLOOK for December, 1937. 15¢
689. Christmas and the Roman Saturnalia. Reproduced from THE CLASSICAL OUTLOOK for December, 1938. 15¢
690. Some ancient and modern Yuletide customs. Reproduced from THE CLASSICAL OUTLOOK for December, 1939. 15¢

Booklets

- Latin Songs and Carols. By J. C. Robinson. 50¢
- Carmina Latina. Forty songs with music, including Christmas hymns. 25¢

Articles in THE CLASSICAL OUTLOOK
Price, 15¢ each

- Christmas gifts and the gift bringer. December, 1940.
- Christmas and the Epiphany: Their pagan antecedents. December, 1941.
- December 25th, Christmas Day. December, 1942.

LATIN AND GREEK CHRISTMAS CARDS

- Price, with matching envelope, 9¢ each; \$1.00 for 12 in any assortment.
- A. A descending angel adapted from a Dürer woodcut; the Latin version of Isaiah 9:6 and Luke 2:10, 11. Blue on ivory.

- H. Angel adoring Madonna and Child. An original linoleum block by the American artist John C. Snook. Inside, a greeting in Latin. Blue and silver.
- I. The story of The Nativity, in Latin, from St. Luke. Red and black on green.
- K. A kneeling woman in medieval dress holding a branched candlestick. The inside of the card contains three stanzas of a medieval Christmas carol in Latin. Red and black on ivory.
- L. Roman lamp in silhouette. Inside, a greeting in Latin. Red and black on ivory.
- M. Linoleum print of Madonna and Child with a Latin version of "O Little Town of Bethlehem." Green on ivory.
- N. A wood engraving of the nativity scene. Inside a quotation from the Latin Vulgate and a Latin Christmas greeting. Black and red on white.
- O. A wood engraving of the chorus of angels. Inside a quotation from the Latin Vulgate and a Latin Christmas greeting. Black and green on white. New.
- OR. Same as O, except for added rose tint for portions of the engraving.
- P. A woodcut of the Parthenon, printed in terracotta on white. Inside, a good-luck greeting in Latin, suitable for Christmas or any other occasion.
- PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside a greeting in Greek, suitable for Christmas or any other occasion.
- S. The carol "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Red, green, and black, on white.
- T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins in the Forum at Rome. Inside a greeting in Latin.
- V. Chorus of Angels. Lines from Vergil's "Messianic" Eclogue and a verse from the Christian hymn "It Came upon the Midnight Clear." Red and black or blue and black on ivory.

GENERAL GREETING CARDS

- GC. Postcards, with the greeting "Ferias Laetas!" ("A Joyous Holiday"), are available. They may be used for any holiday season of the year. The design, in

green ink, is taken from Columbus' drawing of one of his own ships. No envelopes. Can be sent through the mail for a two-cent stamp. 10 cards for 30¢.

GD. This greeting card can be used for any occasion. It pictures Diana riding in her chariot and carries a good-luck wish in Latin. Designed by the late Genevieve Souther. Price with matching envelopes, 9¢; \$1.00 for 12.

The Service Bureau offers the following new material:

THE GAME OF "L-A-T-I-N"

"L-A-T-I-N" is a new game devised by Georgia Haley for group drill on a basic Latin vocabulary of 120 words. Can be played by any number from 2 to 50. Complete set with players' cards, call cards, and directions for playing. \$1.50.

A NEW CATALOGUE OF AUDIO-VISUAL AIDS

This new catalogue, prepared by William M. Seaman, is an up-to-date revision of the *Catalogue of Visual Aids* compiled by Dorothy Burr Thompson in 1949 for the Archaeological Institute of America and distributed by the American Classical League. The new edition has been restricted mainly to classical studies. The following general headings show the scope of the items included: Films, Filmstrips, Slides, Stereo Slides, Other Visual Materials, Pictures, Maps and Charts, Models, Objects, Coins, Audio Materials. Included is a Directory of Producers and Distributors and a Bibliography. 50¢

The Service Bureau also offers the following material at the prices indicated:

MATERIAL ON FIRST-YEAR LATIN

Mimeographs

9. A convenient list of Latin prefixes. 20¢
18. The real basis of interest in Latin. 15¢
22. Teaching Latin grammar as an aid to English grammar and expression. 20¢
26. The teaching of Latin participles. 15¢
35. Playing fair: Some points for the young teacher to keep in mind. 10¢
42. Practical suggestions for review work in the first year. 5¢
52. Objectives for the four-year Latin course. 10¢
55. The relative importance of 20 proposed objectives, as shown by the votes of 1050 secondary school teachers of Latin who filled out a general questionnaire. 10¢

57. Points of syntax recommended for intensive study during the four-year course in Latin. 10¢
74. Some rules for teaching the spelling of English derivatives in connection with the study of Latin. 5¢
90. Cordelia. A Latin play for the junior high school. 15¢
97. Some suggestions for using English forms and syntax in teaching Latin forms and syntax. 10¢
103. Some Latin verses from well-known songs. 20¢
108. A poem for the bulletin board: Is the Latin language "Queer"? 5¢
127. Some suggestions for making drill on forms interesting as well as thorough. 20¢
128. Words of Latin derivation used in the study of civics. 15¢
131. Some English words that have Latin plurals. 10¢
133. Suggestions for teaching Roman life, character, history and religion in connection with first year Latin. 25¢
134. Devices and incentives in first year Latin. Also suggestions for other years. 25¢
135. Aims in first year Latin. 20¢
145. Improvement sheet for teachers of first year Latin. 20¢
166. The first two weeks in the Latin class. 15¢
180. Methods of teaching vocabulary in first year Latin. 20¢
184. The gifts of Mother Lingua—A playlet for the classroom. 15¢
187. Preparation for a lesson dealing with ablative of time or the inductive method in the teaching of Latin grammar. 10¢
224. An effective device for teaching the meaning of indirect discourse. 5¢
228. Outline for a lesson on extent of time. 5¢
233. A reading lesson for 2nd semester, first year Latin. 5¢
234. Some problems in teaching beginning Latin and a suggested solution. 20¢
242. A day without Latin: A playlet. 15¢
247. How the problem of varying ability is met in the high school. 10¢
248. Suggestions for teaching vocabulary. 15¢
250. Mastering the participle. 10¢
262. The problem of drill. A practical suggestion. 5¢
276. Recommendations of the Report of the Classical Investigation in regard to the content of the course. 5¢
278. A bibliography for collateral reading in English for Latin pupils in the first year. 10¢
279. Latin words and phrases in English with concrete suggestions for use in the first year. 10¢
287. Classroom devices for teaching English grammatical forms and usage in connection with first year Latin. 10¢
298. The translation of English prepositions. 5¢
303. Latin tests for the ninth grade. 15¢
304. An outline of methods in teaching vocabulary in the first year. 10¢
308. Latin notebooks. 10¢
341. Classroom activities on word derivation in the first year. 15¢
358. Ideas for teaching forms and syntax in the earlier years of the Latin course. 15¢
359. The historical-cultural background of high school Latin. 20¢
389. Some Latin expressions for classroom use. 15¢
427. Increasing the Latin vocabulary through English. 15¢
433. "Dominoes." A conjugation game designed to vary drill in the first year. 5¢
445. A clever device for memorizing adverbs. 5¢
446. Latin words adopted into English. 15¢
448. A list of secondary Latin textbooks. Revised March 1954. 15¢
480. A sequel to "A Day Without Latin." 15¢
485. Family groups of Latin-derived English words that can be illustrated on posters. 10¢
492. Characteristics which we should expect to find in a first-year textbook embodying the recommendations of the Classical Investigation Report. 5¢
510. Suggestions for teachers of first and second year Latin. 25¢
511. How Latin helps in other subjects. 15¢
514. Remarks on English and Latin tense forms. 10¢
542. A list of medical abbreviations taken from Latin and required for the training of nurses in the Strong Memorial Hospital, Rochester, N. Y. 5¢
545. How to make and use flash cards for vocabulary drill. 5¢
561. A bulletin on bulletin boards. 10¢
570. Why study Latin. 10¢
587. Bibliography on word study and general language. 20¢
607. Our Latin Verb Town. A game for group drill on conjugations. Can be played by the whole class. Contains charts of the endings of all tenses. Instructions and set of 3 charts. 15¢. Additional charts at 5¢ per set of 3.
611. Some typical Latin question words and phrases, and the forms used in answer. 5¢
614. Meeting community needs through the study of Latin in the high school. 10¢
615. Some English prepositional phrases and their Latin equivalents. 5¢
633. How to motivate the study of Latin. 25¢
634. The first aviators: Daedalus and Icarus. A very short play in Latin for first-year students. 5¢
635. You're tied to Latin. A playlet or radio sketch. 20¢
638. Rubra Cuculla (Little Red Riding Hood). A play in easy Latin. 15¢
642. Cinderella. An easy Latin playlet in 3 scenes. 20¢
649. A Roman family comes to life. A play written by students of the John Adams High School, Cleveland, Ohio. 20¢
655. Commonly used inflectional endings of nouns. 5¢
656. Some typical inflectional endings of Latin verbs. 5¢
662. List of historical novels dealing with classical themes. 25¢
684. Various general methods of teaching pupils to read Latin. 15¢
- Supplement*
- S-40. Suggestions regarding the teaching of Latin forms and syntax in the earlier years of the high school. 10¢
- Bulletins*
- XI. Suggestions for the young Latin teacher. 10¢
- XXII. A basic Latin vocabulary along etymological lines. 20¢
- Articles in THE CLASSICAL OUTLOOK*
Price, 15¢ each
- What can the ASTP teach us? April, 1945
- Objective words in first-year Latin. Jan., 1946
- What about macrons? March, 1947
- On teaching beginning Latin. Oct., 1947
- On writing Latin. February, 1949
- Bringing Latin to a focus. Dec., 1949
- The "functional approach." April, 1950
- Latin without a dictionary. Dec., 1950
- Changing emphases in the teaching of Latin. May, 1951
- We can walk only a little way together. Dec., 1951
- Some early American Latin textbooks and teaching methods. May, 1952
- The much abused imperfect indicative in Latin. Dec., 1952

Pedagogical prejudices: Elementary Latin. April, 1953

An early experiment in Latin teaching. May, 1953

The first week of Latin. Oct., 1953

Let's not overteach Latin. Oct., 1955

Teaming up for the long haul. April, 1956

A ROMAN CALENDAR

A beautifully illustrated 16"x25" wall calendar employing the Roman method of indicating the days of each month of the year 1955. Directions for adapting this calendar to the year 1957. \$1.00.

OUR LATIN VERB TOWN

Includes directions for use and a 3-page set of attractively printed colored charts: Chart A for the present indicative system of the regular verbs; Chart B for the perfect indicative and subjunctive systems; Chart C for the present subjunctive system. May be used as a game or for class drill on verb endings. Order as Mimeograph 607 (15¢). Extra printed charts are available at 5¢ a set.

SMALLER CLASSICAL DICTIONARY

Everyman's edition prepared by William Smith and revised by E. H. Blankeney and J. Warrington. A new

and comprehensive reference book on persons, places, dates, myths, and legends in classical literature. \$4.00.

THE LATIN CLUB

The seventh edition of Bulletin XII (*The Latin Club*) by Lillian B. Lawler is still available at 75¢ a copy.

TEACHING FIRST-YEAR LATIN

A hard-cover book of 280 pages prepared by a group of Ohio teachers and published by the Ohio Classical Conference in 1938. Price, while the supply lasts, \$1.00.

A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet prepared by a special committee of the American Philological Association. It should be placed in the hands of every adviser of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4 1/2 by 9 1/2 envelope. Additional copies may be obtained postpaid at 10¢ each or at 5¢ each in quantities of 10 or more.

POSTERS

For a complete list of display posters (19" by 25") see the Service Bureau folder for August, 1956.

BIBLIOGRAPHY OF GREEK MYTH

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ESTO SERMO LATINUS VIVUS ET VIVAX!

BY GOODWIN B. BEACH
Trinity College, Hartford, Conn.

QUIRITES:
Non mihi est in animo vitia commemorare quae nostrae disciplinae Americanae adhaerent, quae quidem multa magnaue sunt, neque ea quae vestris singulis, utpote quae mihi parum nota sint, quanquam non dubito quin satis multa, satis magna sint, nam, nisi singulis disciplinis inhaerent vitia eius generis ut de vigore saluteque horum studiorum sollicitemini, curam ille clarissimus Rector nos huc convocasset?

Inutile erat reapse haec commemorare. Sin autem remedia ad viris veteris optimaque disciplinae recipiendas et nomen existimationemque resarcienda invenire poterimus, eo ipso vitia elidentur.

Omittamus igitur querelas et remedia anquiramus. Licet primum rogare numquem hominum lateat linguam Latinam pro demortua haberi. Omnium igitur primum censeo hanc notionem pravissimam e mente hominum evellendam, extirpandam, funditus tollendam.

Lingua Latina enim profecto nullo modo demortua est. Non est sane sermo vulgaris, non in ore versatur rudis volgi, sed apud doctos etiamnum vivit, quanquam, Eheu! marcescens. In Ecclesia Catholica quoque vivit.

Num pro demortua haberi potest ulla lingua qua nihil non dici potest? Quid ergo? Num potest quidvis Latine dici? Immo vero et quidem multa quae non nullis hodiernis linguis dici non queunt. Cum, e.g., in Gentibus Unitis de tutela sive custodela populorum agrestiorum et gentibus fidei commissariis disputaretur, palam factum est aliquot linguas hodiernas vocabulis carere quibus tutela et fidei commissum declararentur, neque ipsos legatos scire quid hae res valerent. Latine autem haec declarari poterant. Quas tandem linguas pro demortuis, quas pro vivis haberi maxime convenit? Ergo censeo hanc pravam notionem e mente discipulorum necnon et parentum esse funditus tollendam.

Quos penes tandem est culpa huius notionis commenticiae? Nos penes utique, qui inter nos neque commercio

EDITOR'S NOTE

It is a pleasure to present herewith the text of an important address delivered by Dr. Goodwin B. Beach last month in Avignon, France. The occasion was the international Congress for Living Latin, set up to explore the possibility of making Latin an international auxiliary language for the world today, as it was in the past. Seventeen nations were represented at the meeting. President Van L. Johnson, of the American Classical League, was an honorary member of the Committee for the Congress. Dr. Beach attended the Congress as the official representative of the American Classical League and of American teachers of the classics in general. His was one of the four major addresses of the conference. We believe that members of the American Classical League and their students will be interested in seeing, in Dr. Beach's paper, how well Latin lends itself to a discussion of modern problems.

epistularum Latine scriptarum fruimur neque Latine colloquimur. Quid quod magistri linguarum hodiernarum, quandocunque conveniunt, eos qui eandem linguam profitentur, colloquendi gratia statim indagant et odorantur? Nostrates vero, quid in Europa moris sit nescio, de Americanis loquor, Latine loquentem effugiunt, a sermone cum eo serendo sese avertunt. Penes nos utique est culpa qui, cum nostram linguam ad usus hodiernos non adhibemus, tum devoti cultui unius aevi, illius Aurei dicti, ceteris omnino neglectis, discipulis pabulam praebeamus a quo abhorreant. Sed de hac re postea.

Censeo igitur non modo oculos arte legendi verum etiam linguam arte loquendi aurisque arte sermonis intellegendi erudiendas esse ut lingua discipulis viva videatur.

Praeterea ut notio prava hanc linguam esse demortuam e mente discipulorum tollatur, ne obliviscamur eos qui tenerae aetatis sunt ad pleniorum vitam spectare atque a rebus mortem

olentibus abhorrere. Recordemur simul eosdem ab inceptis quae oblectationem pollicentur nullis difficultatibus deterri. Nos vero nostros puerulos miseros, uti supra dixi, pabulo pascimus quo nullum aliud illa aetate alienius esse possit, Caesaris Commentariis, ubi nihil reperiunt oblectamenti, nihil quod usui fructuique, quod sciant, certe non uberi, sit; nihil quod ad vitam hodiernam attineat; nihil quod ad confabulandum cum aequalibus aliove quoquam proficiat.

Aequum est hic dicere his Commentariis Noctes Atticas Auli Gelli, Historiam Romanam Eutropi, libros Nepotis de Viris Illustribus, Metamorphoses Ovidi, Fabellas Phaedri, aliorumve scripta substituere in America licere. Quam saepe hoc fiat, pro certo non habeo.

Quae autem scripta patriam linguam discipulis praebeamus? Primo, profecto, cantilenas numeris confectas quas memoriae facile mandent; deinde fabellas simplices; tum fabellas de mirabilibus facinoribus vel heroum vel eorum qui primi in terras incognitas penetrarunt; denique ad optimas litteras gradatim provehuntur. Praeterea haec singula genera scriptorum eo sermone composita sunt qui singulis aetatibus aptus sit. At quid si pro hac methodo considerata libri de rebus gravibus mandati essent ac pueruli iussi essent eos legendo haurire? Nonne eidem adulti ab omni scriptura abhorrerent?

Nos autem primo, ut simul grammaticam, simul declinationes coniugationesque discant, huius modi ineptias nugaeque promimus legendas: "Virginia habet duas columbas. Virginia columbas amat. Amantne columbae Virginiam?" Ab his ineptiis subito in Commentarios Caesaris immerguntur eo quod nemo alius tam pure, tam emendate scripserit. Sin autem rogites num illum sermonem purum emendatumque tantidem aestiment quanti vellemus, num fructum optandum inde consequantur, maesto scilicet voltu negatur. Praeterea, quae verba his commentariis legendis discant, ad sermocinandum cum quoquam sunt inutilia omnino.

Est et alia illecebra qua pueris persuadetur ut in studium linguae Latinae incumbant, non omnino fallax sed frivola: quod ex hoc studio evadas

sermonis Anglici scientior! Hoc quisnam hominum dubitat? Quis ignorat? Quis negat? Neque dubitari potest quin ex hoc studio evadant discipuli cuiusvis scientiores linguae. Rogitanti, cuius rei causa huic studio operam navare oporteat, respondeamus: in nullo alio studio tantum inesse fructus; per nullum aliud studium aequae elucere fontem originemque humanitatis nostrae; per nullum aliud studium aequae patescere quibus vinculis communitatis, quibus nexibus generis, fati sortisque nostri populi inter sese colliguntur; ex nullo alio studio te tam bene institutum, tam idoneum ad aenigmata hodierna obeunda atque eluctanda evadere posse.

Ne plura: hisce diebus, cum rectores rerum publicarum occidentalium per ambages simulatarum inveteratarum, per tenebras aenigmatum paene insolubilium ad partas ignorantia inimicitias sedandas atque pacem inter gentes firmam stabilendam viam certam quaerant, sapientissimi plane opus sunt. Ideo ego, quoniam omnes nostrae gentes originem humanitatis, civilitatis religionisque a Litteris Latinis et per easdem ducunt, opinor hanc viam facillime ab eis repertum iri qui consuetudine quadam disciplinae communis atque humanitatis quasi cohereditariae coniuncti sunt. Ergo in hac sententia sto, neque dubito quin omnes mihi assentiamini, ut nostri pueri, quibus mox habent nostras res publicas moderandi et regendi tradentur, hoc studio vel exquisitissime erudiantur oporteat, quo studio nullo aliud aequae proficit ad alias nostri mundi gentes intellegendas et nexus quibus eadem inter sese devinciuntur explanandos. In sententia igitur sto ut pueri praestantissimi et patriae amantissimi et huic pro virili parte serviendi cupidi vel exquisitissime erudiendi sint. Hae causae afferendae sunt cur in Litteras Latinas incumbant. Haec non mea solius sententia est, sed etiam multorum rectorum de societatis anonymis maximis qui simul negant eos qui sola arte technica instituti sunt, capaces societatum illarum regendarum fieri posse, quia rem societatis in universum et in commune spectare nequeant, simul necessarias ad hunc finem aiunt esse litteras humaniores; item ex opibus suis illis universitatibus subsidio veniunt quae easdem imprimis fovant.

Quaenam tandem studia alia ac Litterae Latinae huic institutioni fundamentum substruere queunt firmiter? Has profecto solidas causas pro illecebris frivolis afferri oportet cur pueri sese his litteris dedant, quae suae patriae, quae sua ipsorum gratia.

Hic addendum est: quidam physicus epistolio quod aut Lingua Latina aut Babel inscriptum est conspecto mihi dixit: Iamiam inter physicos et chimicos est vera Babel. Enimvero de physice chimiaeque aliisque id genus doctrinis non soli Americani, Angli, Francogalli, Germani, Italique suae quique lingua scribunt, quae obices linguarum rem nostram iam mirum quam impediunt, sed etiam Russi Nipponensesque suae utrique lingua multo lectu digna edunt, quae omnia, si Latine conscriberentur et ipsi doctores Latine scirent, omnibus proximo praesentique usui forent; iam nunc autem expectandum est dum haec in omnis alias linguas convertantur.

Quam metam avide appetendam videamus quo modo contingamus. Ad pabulum igitur discipulorum redeamus. In scriptis Medii Aevi reperiuntur multae narrationes quas lubenter, immo lubentissimo animo pueruli vorant, nam ipsa narratiuncula, non stilus eos delectat. At dicitur eas fabellas stilo rudi confusoque, sermone deterimo compositas esse. Confiteor. Verum, si licet, id quod fit, Commentarios Caesaris rescribere ut faciliores lectu sint, qui quidem sic rescripti legentibus nihilo plus oblectamenti afferunt, neque iam Caesarini sunt, tum multo magis licet eis qui boni stili capaces sunt has fabellas iucundas ad hunc finem assumptas castigare et emendare. Sunt quoque novae fabellae. Ecce, e.g., Pinoculus, narratiuncula iucunda festivaque, quae in multis linguas iam conversa ubique gentium pueros delectat. Hic liber Latine redditus iam saepius editus est. Ecce, libellus, Anglice Lively Latin sive Latinitas Vivax inscriptus, ab amico meo, Iohanne Andoverensi editus, qui pensis triginta adaptatus discipulos a simplicissimo sermone ad politiores provehit. Hunc libellum discipuli perhibentur sponte sua vorare. Sunt etiam multi alii id genus libri, praecipue in Anglia. Tales libri, mea quidem opinione, ad eum quem affectamus sive affectemus oportet finem spectant.

Erasmus vivo, pueri eo modo hac lingua instituebantur ut loqui scirent, non de oppidis expugnandis, non de hibernis, non de itineribus solito maioribus faciendis pabulandoque, verum de quibusvis rebus quae ad vitam suam pertinebant. Is enim praecipit ut quam maturime discipuli loqui incipiant; ut magistri cum eis Latine quam optime, quam purissime loquantur atque locutiones exhibeant quibus inter ludendum, prandendum aliaque vitae cotidianae munera obeunda utantur. Hinc illius Colloquia quorum materia et vita cotidiana ducitur. De Terentio, quem existimat dis-

cupulis esse mandandum primum, haec dicit: inter Latinos quis utilior loquendi auctor quam Terentius, purus, tersus, et cotidiano sermone proximus, tum ipso quoque argumenti genere iucundus adulescentiae? Animadvertite, Clarissimi, eum neque iucunditatem neque artem loquendi sprevisse.

Quid Commenius qui primus libellos tabulis pictis adornavit? Haec praecipit: discamus primo Latine balbutire, tum loqui; tandem Ciceronem, ut nobis dicendi quoque commonstrat artificia, adibimus. Neuter quicquam de Caesaris Commentariis incit, saltem non praecipit ut primo legantur.

Alius, Petrus Mosellanus, dicit opus fore denuo repuerascere et, ut ait Flaccus, ludere par impar, equitare in harundine longa . . . et si quis est, qui vehementer putet has, sicuti prima fronte videntur, nugas in chartarum perniciem scribi, is mihi virum paulisper exeat et in puerum redeat cogitque iam primum sibi Latini sermonis usum discendum.

Haec omnia et quidem amplius, si quis volt, e libello ante triennio a quodam Germano, Theodoro Herrle, scripto, et Lebendiges Latein inscripto, discere potest.

Saeculo septimo decimo et duodevicesimo quoque, si quis vellet aulas Harvardianas frequentare, lingua Latina viva probabatur. Illis diebus non Caesaris Commentariis sed comoediis Terenti pascabantur atque aliis scriptoribus qui ad vitam illius temporis cotidianam magis minusve pertinebant. Postea, dum illas aulas colebant, longe lateque in Litteris Latinis, gravissimos optimosque scriptores legentes, palabantur. Illi pueri profecto nostris haud acriore ingenio praediti erant. Quod si verum est, possumus ad id Latinitatis pervenire quo illi, dummodo animos melle, non felle nutriamus, praeterquam quod iam nunc haec studia non tanti, quanti tunc, habentur atque alia, quae tum ignota, iam magni aestimantur, curriculum effarciunt.

Quid contra agitur? Multa profecto et varia. Ut primo scholas ab Ecclesia Catholica administratas tractemus eas adeo quae minime a disciplina vetere desciverunt, etiamsi non nihil aurae populari cedendum fuit. Ex his ad me discipuli ante omnis Litteris Latinis bene instituti veniunt. In Archidioecesi Hartfordiana, de aliis nihil scio, suadet ut discipuli, ei quorum ingenium sufficiat, quattuor annos his litteris insumant. Stant enim in sententia discipulorum humanitatem, vita moribus Romanorum pernotis, augeri, eosdemque subtilitatis cuiusdam rationandi et animum in munera pensaque sedulo intendendi capaciores fieri;

praeterea eos lingua Ecclesiae doctos ad missam intellegentiore animo accedere.

Ut ad hunc finem perveniatur per regulas grammaticas gradatim ducuntur; Latine scribunt; multum Latine, et multum Anglice de vita Romanorum legunt neque ars poetica negligitur.

In scholis privatis, quae dicuntur, saltem in annosioribus fama nobilioribus, haud longe a vetere disciplinae regimine descitum est, quanquam non omnes tam severe quam olim hac lingua exercentur. Inde meliores discipuli exeunt bene instituti. Parentes horum discipulorum fortasse, qui et ipsi, magna quidem ex parte, universitates frequentavere, non eatenus recusant quin filii his litteris operam dent tanquam a vita nostra alienis, quatenus multi parentes puerorum publicas scholas frequentium qui magnam partem bonis litteris minime dediti filios malunt utilibus, ut dicunt, rebus sese dedere.

In multis scholis publicis alia oratio est, nam non nulli administratores vel novis disciplinae rationibus inquinati vel multitudine obruti puerorum parum intellegentium et ad solas artes banausicas sive sellularias idoneorum, qui secundum leges usque ad annum sextum decimum sive doctrinae capaces sive incapaces manere debent, pro captu educandi sunt, linguis parum suffragantur. In multis scholis autem cursus duum, in paucioribus quattuor annorum conservatur.

In multis scholis magistri discis, taeniis tabellisue pictis utuntur. Praeterea discipuli multa usque rogantur. Ipsi clara voce respondent. Magistri dicunt hanc methodum discipulis placere nec male institutos evadere. Habentur quoque in aliquot universitatibus officinae aestivae, ubi magistri magistraeque ipsis Litteris Latinis et ipsa arte Latine recitandi loquendique exercentur, unde sane evadunt meliores scitioresque et ad animos erigendos discipulorumque studium excitandum peritiores.

In Anglia, ubi multum sudoris a Societate Magistrorum Auxiliarium in curriculum emendandum infusum est, ubi quoque discipuli pariter atque alibi ad nova studia pelliciuntur, suadet ut pueri annos undecim duodecimve nati ad haec studia introducantur qui omnes primo secundoque annis elementis linguae, sed non formis subtilioribus, erudiuntur; ut huic studio iucundi subiungantur libelli qui eos pedetemptim scriptorum difficultiorum legendorum capaces reddant; ut postea pueri ea ratione diribeantur quo longius citiusque acriora ingenia provehi possint, praesertim ea quae

haec studia ad ultimum prosequuntur; ut qui in haec studia inter alia incumbunt quam maximum boni fructus consequantur; ut pueri mediocris indolis quantum fructus possint de ramis inferioribus decerpant; denique ut ei qui nihil consecuturi sunt summoveantur.

Porro suadet ut non modo Anglice quam elegantissime locos lectos reddant, sed ut arte scribendi exercentur, et, dum haec agentur, recitando et ad ea Latine respondendo quae magister rogat, bene clareque pronuntiare discant. Ne versificatio quidem negligitur. Hoc autem pro certo haberi potest: scholas Anglicas multos parere qui per totam vitam in his litteris versentur et simul versus eleganter conscribere sciant.

Haec de disciplina Anglica. Argentinianam nunc tractemus, quatenus mihi nota sit. Hac de re ad amicum, nomine Gerardum Pagés, Bonis Auris habitantem atque feliciter docentem, scripsi, qui respondit: "Libris etiam utimur qui picturas continent, sed, quoad possum, verbo Romanorum usus explano. Imagines murales et photographicae projectiones de rebus Romanis peritiles sunt. Haec omnia adiutoria debent esse, nam, nisi fallor, 'lectio priscorum primum ac praecipuum linguae est praesidium.' Legunt assidue fabulas, at scholis accommodatas. . . . Sunt nobis exercitationes iucundae quae animum puerorum excitant, ut Pinoculus. . . . Corocotta, Rex Latronum. . . . His argumentis usus sum cum magno fructu, nam, ut illi Francogalli auctores dicunt, pupilli Litterarum Latinarum invident condiscipulis suis, qui vel Anglorum vel Germanorum vel Italicorum vel Hispanorum linguam discunt, quia ii opera ficta magnae delectationis possident, quae Litteris Latinis omnino desunt. . . . Nam experientia docet multos discipulos ab eo studio abhorere non tam propter difficultatem quam propter severitatem."

Haec ille. Nuper illud Collegium novas horum studiorum rationes edidit, quarum multa verba compendi faciam. Volunt discipulos ita opera Latina legere scire ut cognitionem veram consequantur antiquae mentis et humanitatis quam Romani nobis legavere; grammaticae operam dare, non tanquam ipsa totus fructus sit studiorum, sed ut per ipsam vix sibi conscii totam linguam complectantur ac litterarum fructum decerpant.

In Italia, mihi scribunt, dum pueri in Schola Media Lycioque student, Litteris Latinis insumuntur anni octo, sive Litteris Humanioribus sive rei scientificae deserviunt, quanquam hi non pariter imbuuntur. Hoc tempore

omnes fere scriptores praestantissimos legerint et arte scribendi penitus exercitati erunt.

Hic aliquid addere velim. Postquam haec mea scripta typothetis mandata sunt, didici quendam magistram Francogallam, nomine Isabellam Plaut, novam methodum introduxisse pueros lingua Latina erudiendi. Cum a methodo qua Angli utuntur atque a methodo Americani Sweet discrepet, linguam quam vivam profert. Haec methodus, a multis laudata, studium videtur discipulorum excitare. Quod si fit, laudabilis est.

In Batavia quoque didici similia fieri tentamenta.

Animadvertendum est in omnibus his methodis, utcumque inter se discrepent, linguam tanquam vivam proponi ut discipuli sese rem quasi animantem discere sentiant.

Non potest igitur fieri quin animosi in vitamque intenti multo magis proficiant, multo maiorem fructum ex his vivis litteris capiant quam si ex ossuario recuperatae esse videantur mortem olentes.

Iam satis, reor, dixi ad argumentum scopumque huius acroasis illustranda explicandaque. Cognovimus curricula non tam re quam numero scriptorum legendorum atque annorum in his studiis actorum discrepare; quo lingua vivacius inculcatur, eo melius profici; quo teneriore aetate pueri studia aggrediuntur, eo uberiores esse fructum. Ergo quid faciamus ut lingua viva et vivax in usum non modo doctorum sed etiam multorum hominum revocetur?

1. Censeo notionem hanc pravisimam: linguam Latinam demortuam esse, e mente magistrorum, parentum, discipulorum, uno verbo, uniuscuiusque et universorum evellendam, extirpandam, funditus tollendam.

2. Censeo, ut huius voti compotes simus, ratione studiorum arida atque a vita aliena supersedendum et iucundiores gratioresque methodi Erasimicae haud dissimilem instituendam esse.

3. Censeo eisdem methodis docendi utendum quibus magistri in linguis hodiernis docendis utuntur, ut haec nostra lingua discipulis tam viva, tam vivax obiciatur quam linguae hodiernae.

4. Censeo discipulos quam tenerima aetate acceptos, eo modo, qui aetati maxime idoneus sit, elementis sermonis vivi erudiendos atque pariter ut adolescent, severius arte grammatica, arte scribendi loquendique instituendos ut pedetemptim ad scriptores optimos adducantur, neve a methodo linguarum hodiernarum desciscatur.

5. Censeo peritis Latine scribendi persuadendum ut vel fabulas e scriptis Medii Aevi excerptas in sermonem elegantem redigant vel fabulas recentis convertant vel novas conscribant festivas iucundasque.

6. Censeo magistros Linguae Litterarumque Latinarum hortandos, im-

mo admonendos, ut quam saepissime ipsi inter sese Latine scribant et colloquantur ut lingua et sibi ipsis et discipulis viva esse videatur.

7. Censeo ut nos moribus delicatis conquerendi exutis et cestus induti ad hostis nostros, obtrectatores huius disciplinae quae olim caliginem ignor-

antiae corde hominum excussit, qua una iuvenes ad aenigmata huius aevi resolvenda instituuntur profligandos prodeamus.

8. Censeo denique ut acta huius Congressus in omnis partis orbis terrarum disseminentur et divulgentur. Dixi.